



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of Course-based Embedded Assignments

Directions: In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (*Please note that course number changes in Fall 2010*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
5333:8037	Leadership for Accountability	10 hours

Description of the Assignment/Performance Tasks (see Appendix I)	Course EDLD 5333 Leadership for Accountability: Create an action plan for the campus. Develop an agenda for a professional development day that addresses the targeted campus needs and include a timeline for follow-up professional development. Reflection posted at: http://pastartz.blogspot.com/2012/06/edld5333-leadership-for-accountability.html
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points) 2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points) 3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points) 	<p>The completion of this assignment has enabled me to convert the brief outline of an action plan into a solid plan of action for bridging the gaps in curriculum instruction revealed by the first round of STAAR testing. I work closely with the Principal to maintain and revise the plan annually. This gave me the opportunity to update the relevant section to include Teacher professional development for the curriculum alignment tool, Scope. The decision to utilize this tool in the coming year has been made by the administrative staff in an effort to help teachers bridge current instructional gaps as revealed in the first round of STAAR assessments.</p> <p>Mostly, the information in the readings has reminded me of the early processes a very dynamic superintendent used as he led our staff and community to grow into the earliest of days of the twenty-first century. In a manner which was new to the whole community, he involved every stakeholder in every phase of the process of adopting visions, developing mission statements, drafting our first formal Campus Improvement Plans, and the adoption of a design/build for our new elementary. It was an exciting time, and, after a few minutes consideration, I believe it was the birth of the idea of “Beaver Nation.” This core vision of a unified community that strives to bring out the potential for adult leadership in every child and the child out in every parent.... It is an awesome thing to behold. But a little more careful consideration reveals that student academic success could be throttled if current and future administrators cannot utilize the</p>

Patricia Startz: SID: L20052257 Leadership for Accountability Assignment 1 Embedded Assignment.

<p>Learn as a Learner</p> <ol style="list-style-type: none">1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points) <p>Lifelong Learning Skills</p> <ol style="list-style-type: none">1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points) <p>Additional Criteria</p> <ol style="list-style-type: none">1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)2. Mechanics (1 Point)3. APA Format (1 Point)4. Minimum of 3 References (1 Point) <p>(Maximum 25 points)</p>	<p>expectation of exemplary performance in everything “Beavers do” to help older teachers adjust their curriculum to meet modern rigor and the inclusion of the analytical and problem solving skills students will need to be successful, not only on STAAR assessments, but as productive members of the twenty-first century global economy.</p> <p>To this end, the readings have given the framework for revising and modernizing the early vision to encompass the newest curriculum, assessment, and budget challenges as the district proceeds into the second decade of the twenty-first century.</p> <p>Specifically, the December 2007 article, <i>The Importance of Visions For Schools and School Improvement</i>, retrieved June 4, 2012, from: https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028 reminded me of the superintendent’s belief in the Covey way... ie, a purpose driven life. The article demonstrates the relevance of purpose and vision in school planning.</p> <p>The online article, <i>Components of a Vision</i>, provided by the North Central Regional Educational Laboratory provided both the components of an updated Vision Plan as well as further readings on the process, and pitfalls to avoid when I lead our staff through the continuing process of revising our existing campus improvement action plan and vision statements to encompass the current educational challenges twenty-first century, among them, more rigorous assessments. I have something to check the existing framework against to be sure it is as complete as possible and to remind me to seek the input of our staff.</p> <p>The mention of Covey and the “Purpose driven life” has rekindled an interest in that series of self-help books. I think they will include information to help me adopt habits that will make me a more effective educational leader.</p> <p>Resources:</p> <p>Blocker, C., Startz, P., et.al, <i>Falls City High School Campus Improvement Plan</i>, retrieved June 10, 2012, from: http://www2.fcisd.net/index.php?option=com_docman&task=doc_download&gid=1731&Itemid=102&lang=en, p. 13, 30-31.</p> <p>Jones, L., (2007, Dec. 17), <i>The Importance of Visions For Schools and School Improvement</i>, retrieved June 4, 2012, from: https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028</p> <p>No author or date, <i>Components of a Vision</i>, retrieved June 10, 2012 from: http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrs/lelcomps.htm</p>
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Patricia Startz: SID: L20052257 Leadership for Accountability Assignment 1 Embedded Assignment.

Campus Goal 1: During the 2012-2014 school years, each FCHS student will maintain his/her exemplary performance record on all AEIS core indicators while working to meet advanced student curriculum needs and improve scores on college entrance tests such as the SAT and ACT tests.			
Campus Objective 1: TAKS/STAAR testing results will show improvement for Economically Disadvantaged and Special Needs Students.			
ACADEMIC OBJECTIVES: A. 95% of the students will pass all required core Texas Achievement tests (TAKS/STAAR) subtests before their senior year. B. 85% of the students will pass all required core Texas Achievement tests (TAKS/STAAR) before their junior year. C. 50% of the students will utilize TAKS/STAAR preparation/remediation software D. 75% of the students will utilize the Internet as a resource to improve academic skills that will in turn help them maintain TAKS scores. E. Students will utilize distance learning opportunities as needed to meet graduation requirements.			
ACTIVITIES	ACTIVITY TIMELINE (Milestones)	PERSON RESPONSIBLE	EVALUATION
1) Analyze 9-12 data to determine needs. 2) Provide Teachers with CScope curriculum alignment and supplementary training as needed. 3) Remediation classes as needed. 4) All teachers will work on STAAR objectives in classes. 5) Provide practice TAKS/STAAR sheets and tests. 6) Provide TAKS/STAAR courseware with logging capabilities for TAKS/STAAR preparation remediation. 7) Provide Internet Capable hardware and software. 8) Provide access to distance learning equipment, software, programming, and local course aides as needed. 9) Implement OFYP	1) Beginning of the year and then after each test. 2) After STAAR results –Aug.2012 Sept.Nov 2012, March 2013, July 2013. 3) From onset of reports on test scores of non-mastery. 4) All year. 5) Throughout the year. 6) Throughout the year with emphasis after Christmas. 7) Throughout the year. 8) 2012, 2013& 2014 School years, analyze proposed schedule each summer to determine need of the resources. 9) Throughout the year	1) Principal, Counselor, Staff 2) Principal, Local Tech support staff Region 3 ESC support staff 3) Principal, Counselor, Staff 4) Staff 5) Principal, Counselor, Staff 6) Tech.Coord. & Staff 7) Tech.Coord. & Staff 8) Counselor, Superintendent, Distance Learning Provider, & Tech.Coord.. 9) Principal / Counselor	1) Analysis completed, assistance given in needed areas. 2) Students performance on Spring assessments improves each year. 3) Student placed in class until test mastery achieved. 4) The date of the TAKS/STAAR test will signal the end of this activity. 5) Set dates, TAKS/STAAR results. 6) Login data. 7) Login data & project folders. 8) Registration forms, lesson plans, student performance data. 9) STAAR scores.
Resources Needed		Resources Available	
1. PeN 2. PeN, CoEdN 3. PeN 4. PeN		1. PeA 2. PeA, CoEdN 1. PeA 2. PeA	

Patricia Startz: SID: L20052257 Leadership for Accountability Assignment 1 Embedded Assignment.

5. CtN	3. CtA
6. CtN	4. CtA

Index of Resources Needed and Available to FCHS

<i>Res. Code.</i>	<i>Needed</i>	<i>Res.Code</i>	<i>Available(Updated Resources)</i>
PeN	Personnel Cert. Voc. work-study teachers, Counselor, SPED (Local & Co-Op Personnel), Spanish Inst., Distance Learning Aides/Instructors, Regional Service Center Staff, Local CScope manager, Computer Lab attendant	Pe A	Personnel Kim Moy, Lori Homeyer Christy Blocker, Ana Ramirez, Phillip Zwicke, Elisabeth DeLeon, Dorothy Kotara, James Baugh, Travis Ehrlich, Debbie Wiatrek, Laura Wiatrek, Steven Wolf, Tech.Coord., Regional Service Center Staff.
CoEdN	Need compensatory education instruction(ors) in the areas of TAKS Math, Remedial Language Arts, Study Skills, and Learning Lab	CoEdA	Kim Moy, Travis Ehrlich, Dorothy Kotara, Erin Haws, Elisabeth DeLeon, Phillip Zwicke, Debbie Wiatrek, & Laura Wiatrek. Note: See attached State Compensatory Education Addendum to the Campus Improvement Plan.
PaN	Partners Business Partners to Sponsor Work-Study Students & to provide time, manpower, and financial endowments to train students for 21 st century careers. Higher Ed. Dist. Ed.	Pe A	Partners Pollok's Grocery Coastal Bend College, St. Phillip's College, Palo Alto College, TAMU-CS, TAMUK, ESC3
VoN	Volunteers Tutors, Computer Technology experts, many miscellaneous odd jobs.	VoA	Volunteers Jeanette & Gery Wiggins, Helen Noll, John Theis, DPS Officers, City of Falls City, First Responders, Bank Personnel, Personnel, Dixie Mutz, & Many Parents
CoN	Consultants Computer Technology, Audio-Visual Technology, New Taks requirement Update specialists.	CoA	Consultants BTS, AT2 (Telephone/Intercom),Reg. III Pers., A&L(Tel), WireOne (Vid.Conf.)
SpN	Space For larger functions Permanent Classrooms for Spanish and additional technology based courses. Additionally Ag Shop, gym facilities, Science Lab, and after hours adult education classes, new and remodeled public restroom concession stand facilities.	SpA	Space City Baseball Park, Community Hall grounds, Football & Practice Fields 1 Computer Lab, Distance Ed. Lab. New Science, and Mathematics wing with new dressing rooms.
FaN	Facilities Gym, Cafeteria, Library, & Community Hall Hall, Comp.Lab, Karnes Academy, and improved track.	FaA	Facilities Gym, Cafeteria, Library, & Community Hall Hall, Comp. Lab, Karnes Academy.
EqN	Equipment Ditch equipment, misc.	EqA	Equipment City of Falls City, rental agencies.
CtN	Computer Technology New up-to-date Computer, printer, document camers, electronic whiteboard/tablet for each teacher. Access to TAKS/SAT/ACT, & other academic software online. Internet Capable Video Conferencing Hardware, Digital Cameras, & Scanners. Elementary Computer Lab needs a networked Color Printer with scanning capability.	CtA	Computer Technology- 41 dual core computers in 2 HS computer labs. 22) 64bit WinXp wkstns-ELCLAB, 18) dual core Win7 Pro Teacher Workstations, 2) P3, 1.4GHZ Laptops/3 dual core workstations in library, 6) Dual core PEIMS workstations, 4)ACCDPIV wkstns in DL.Lab. Outdated Courseware & ACT/SAT software., Phaser 6250T(ElemLab) Okidatata 5250 & Hp 3005 in Hs computer lab.
AvN	Audio-Visual Technology Laser Projectors, Screens, Smart boards, Video Conferencing Equipment and Software & Overhead Proj.	AvA	Audio-Visual Technology 1) Laser Disc Players, 7)LCD Projectors, 1)PTel Video Conference Equip. 3) IBID whiteboard, Elmo document camera, 13) Overhead Projectors 2) College Vid.Conference units housed on the FCHS campus,3) Digital Camera, & 4) digital Video Recorders.
MoN	Money (Funding of technology purchases, extended lab hours, fund training, & distance learning course fees.) Donations/fundraisers- Yes Local—Yes State—Yes Technology Allotment Federal—Yes Title I, Title II, Part D, ERATE, CTE, RI, & SPED ARRA Stimulus	MoA	Money Local: Donations/fundraisers—Sell used computers and other items with the note that no support provided. State: Technology Allotment, Title I, Vocational Funds Federal ERATE, Title II, Part D Technology Funds & Rural Initiatives, SPed. ARRA

Patricia Startz: SID: L20052257 Leadership for Accountability Assignment 1 Embedded Assignment.

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<i>Index of Resources Needed and Available to FCHS continued</i>			
<i>ResCode.</i>	<i>Needed</i>	<i>ResCode</i>	<i>Available</i>
SuN	Supplies Certificate paper, curriculum guides, software, Networking Hardware for Voc. Training metal, wood, shop tools, cooking implements, welding rods, paper, ink, toner, dictionaries, thesauri, encyclopedias, & etc.	SuA	Supplies We have very limited quantities of items listed as needed.
F i N	Finance Consultant(s), Superintendent, HS Principal, Maintenance Specialist, Architect Consultant(s), Construction Consultant(s)	F i A	School Board, Superintendent, Principal, Emil Kroll, Dain Rauscher & Associates, Lamar Wommack & Assoc., & Foster Construction..

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Sample Professional Development Training Plan for launch of CScope:

CScope Initial Training	
Monday, August 6, 2012 – Counselor and Technology Director attend Initial CScope Administrators training Location: Region 3 Service Center: 9 - 4	
Wednesday, August 8 – August 10 th – Technology Director and Lead teachers detailed CScope implementation training at Region Center in Victoria, 9AM – 4PM each day.	
Tuesday, August 21 st – 9:00 Am – 3:00Pm HS & Elem Math/Science Staff introduction to CScope High School Lab- 1) Student performance 2) Existing instructional curriculum gaps 3) CScope Tool to bridge the gaps with its curriculum alignment capabilities and curriculum designed to meet STAAR assessment rigor.	Tuesday, August 21 st – 9:00 Am – 3 Pm - HS & ELEM ELA/Soc.Stud. Staff introduction to CScope Elementary School Lab- 1) Student performance 2) Existing instructional curriculum gaps 3) CScope Tool to bridge the gaps with its curriculum alignment capabilities and curriculum designed to meet STAAR assessment rigor.
Tuesday, September 4 th – all day during conference periods in teacher classrooms. (ELEM) Regional service center staff will answer individual questions about using CScope tools, provide detailed best practices for year at a glance, month at a glance, unit, and weekly planning to keep instructional pace within recommended guidelines for STAAR assessment success. Tips to implement practices to increase student success on CScope assessment instruments.	Wednesday , September 5 th – all day during conference periods in teacher classrooms. (HS) Regional service center staff will answer individual questions about using CScope provide detailed best practices for year at a glance, month at a glance, unit, and weekly planning to keep instructional pace within recommended guidelines for STAAR assessment success. Tips to implement practices to increase student success on CScope assessment instruments.
Tuesday, November 6 th - all day during conference periods in teacher classrooms. (HS) Regional service center staff will answer individual questions about using CScope tools, provide detailed best practices for year at a glance, month at a glance, unit, and weekly planning to keep instructional pace within recommended guidelines for STAAR assessment success. Tips to implement practices to increase student success on	Wednesday, November 7 th - all day during conference periods in teacher classrooms. (ELEM) Regional service center staff will answer individual questions about using CScope tools, provide detailed best practices for year at a glance, month at a glance, unit, and weekly planning to keep instructional pace within recommended guidelines for STAAR assessment success. Tips to implement practices to increase student success on

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CScope assessment instruments and benchmark assessment instruments.	CScope assessment instruments and benchmark assessment instruments.
<p>Tuesday, February 5th – all day during conference periods in teacher classrooms. (ELEM)</p> <p>Regional service center staff will answer individual questions about using CScope tools, provide detailed best practices for year at a glance, month at a glance, unit, and weekly planning to keep instructional pace within recommended guidelines for STAAR assessment success. Tips to implement practices to increase student success on CScope assessment instruments and benchmark assessment instruments..</p>	<p>Wednesday , February 6th – all day during conference periods in teacher classrooms. (HS)</p> <p>Regional service center staff will answer individual questions about using CScope provide detailed best practices for year at a glance, month at a glance, unit, and weekly planning to keep instructional pace within recommended guidelines for STAAR assessment success. Tips to implement practices to increase student success on CScope assessment instruments and benchmark assessment instruments..</p>
<p>Tuesday, June 10th (HS)</p> <p>Call HS Teachers together, analyze student performance on STAAR. Determine whether or brainstorm GAP Closing Planning for 2013-14 school year.</p>	<p>Wednesday June 11th (ELEM)</p> <p>Call ELEM Teachers together, analyze student performance on STAAR. Determine whether or brainstorm GAP Closing Planning for 2013-14 school year.</p>